

## Teaching Vocabulary through Movies to Improve Students' Vocabulary Mastery

**Lydia Amalia, Ujang Suparman, Mahpul**  
**[Lydiaamalia94@gmail.com](mailto:Lydiaamalia94@gmail.com)**  
**English Department, Lampung University**

Penelitian ini bertujuan untuk mengetahui peningkatan penguasaan kosakata siswa setelah diajarkan melalui *movies* dan kesulitan siswa dalam penggunaan *movies*. Penelitian ini menggunakan desain *one group pretest* dan *posttest*. Tes kosakata dan interview digunakan untuk pengambilan data. Data ini di analisis menggunakan *repeated measured T-test*. Subyek penelitian ini 24 siswa dari kelas satu pada SMPN 26 Bandar Lampung. Hasil penelitian menunjukkan bahwa adanya peningkatan antara *pretest* dan *posttest*. Dengan level signifikan adalah  $p < 0.05$  ( $p = 0.000$ ). Penemuan kedua mengungkapkan bahwa siswa merasa sulit untuk memahami kata-kata atau frasa yang sulit, pengucapan penutur aslinya dan tingkat kecepatan penutur aslinya. Meskipun siswa menemukan kesulitan, siswa mampu meningkatkan penguasaan kosakata. Dari hasil yang didapat, disimpulkan bahwa *movies* direkomendasikan untuk digunakan sebagai alternatif media dalam mengajar kosakata.

The aims of the research were to find out the improvement of students' vocabulary mastery after being taught through movies and the students' difficulties to the implementation of movies. The research used one group pretest and posttest design. The vocabulary test and interview were used to collect the data. The datas were analyzed by using *repeated measured T-test*. The subjects of this study were 24 students from the first grade students of SMPN 26 Bandar Lampung. The result showed that there was a statistically significant improvement of the students' mean score between the pretest and the posttest with significant level  $p < 0.05$  ( $p = 0.000$ ). The second finding revealed that the students found it hard to understand the difficult words or phrases, the native speakers' pronunciation, and the native speakers' speed rate. Even though the students find difficulties, the students are able to improve their vocabulary mastery. This suggests that movies can be used as an alternative media in teaching vocabulary.

**Keywords:** *improve, movies, vocabulary mastery*

## INTRODUCTION

Vocabulary is one of the English components that needs to be mastered by the learners. People use vocabulary to express their opinions, ideas, and feelings. When someone has a lot of vocabulary, he or she could express their opinions, ideas, and feelings effectively. In context of learning foreign language, vocabulary means a basic knowledge and useful material in the form of words which are always used by learners in learning a certain language. Cameron (2001) states that vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. It means that, vocabulary is the central and very important component in learning a foreign language. With a limited vocabulary one has a limited understanding in terms of listening, reading, speaking, and writing. Therefore, vocabulary mastery must be the first priority in English teaching and learning.

In Indonesian government, English is considered as the first foreign language which is taught formally from Junior High School through Senior High School in Indonesian education system. In the Curriculum 2013 for Junior High School, learning English is not only in the class but also at home and society. The students must be active to explore many sources to increase their knowledge. As stated in the Guidelines of SMP Curriculum of English, graduation of Junior High School is expected to master vocabulary in order to be able to communicate whether in spoken or written form. The first year students of Junior High School are expected to master 1000 words after finishing their study.

However, since English is not Indonesian national language, to master vocabularies of foreign language by learners is difficult. Many students find problems in mastering it. Based on the researcher's experience in teaching training at SMPN 1 Bangunrejo in 2016, it was found that most of the students have big problems in learning English. One of basic problems is lack of vocabularies. It is also in line with the pre-observation in SMPN 26 Bandar Lampung, the teacher says that the students get problem in understanding the difficult words or phrases. It happens because they may lack of vocabulary.

Besides, the students easily got bored, more passive, and worried to learn English because the English teacher lack of ability in using media, especially in teaching vocabulary. English teacher only used text book and white board in teaching learning process. They just pay attention to what the teacher's explanation or rewrite the vocabulary that's written by the teacher on the white board. The teacher just force the student to memorize some words, as a result, it makes student cannot memorize some words well.

In learning a language, vocabulary becomes the most important things to be improved when the learners want to be success to improve their skill. Thornbury (2002) states that teaching words is a crucial aspect in learning a language as languages are based on words. When the students have a lot of vocabulary they would make more words to express their ideas. Vocabulary should be learned and skills should be practiced.

Teaching vocabulary is the studying second language because vocabulary is

the basic material to master the four language skills that is speaking, reading, writing and listening. Without understanding and mastery vocabulary, the students get difficulties to studying English language. Vocabulary is also an important factor in all languages. Schaefer (2002) states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking. Without a sufficient vocabulary, students cannot communicate effectively or express their idea in both of oral and written form.

Based on the background above, the researcher intended to find out the improvement of students' vocabulary mastery after they were taught through movies as the media of instruction and to find out students' difficulties with respect to the implementation of movie. Therefore, vocabulary mastery on content word that represented the describing people, things, animals were used in this research. The interview was conducted in this research after the students got the treatments of learning vocabulary through movies. The researcher used interview in order to know the students' difficulties in learning vocabulary through movies. Beside it was a new thing to observe, this research also could be useful for teacher to teach vocabulary and improve students' vocabulary mastery.

## METHOD

The research used one group pretest and posttest design. The subjects of this research were 24 students from VII Gof SMPN 26 Bandar Lampung in the second semester of 2016/2017 academic year. The instruments of this research were vocabulary test and

interview. The researcher chose the materials for the students based on the syllabus of the second semester for first grade of Junior High School. This research used the result of the tryout test to measure the validity, reliability, level of difficulties, and discrimination power of the tests. The total items of the tryout test was 50 items. The researcher checked the students vocabulary achievement by giving two vocabulary tests to the students. The vocabulary tests were pretest and posttest. There were 40 items including the entire topics: describing people, things and animals. The data analyzed by using Repeated Measure T-Test of SPSS (Statistical Package for Social Science) version 16.0. The interview was conducted in this research after the students got the treatments of learning vocabulary through movies. The researcher used interview in order to know the students' difficulties in learning vocabulary through movies.

## RESULT

The result from the calculation by using *Repeated Measure T-Test* (SPSS 16.0) showed that there was a statistically significant improvement of the students' mean score between pretest and the posttest with level significant 5% and degree of freedom 23. It meant that *t-value* was higher than *t-table*. Therefore, it could be stated that  $H_0$  was rejected and  $H_1$  was accepted. The sig 2-tailed was 0.000 ( $<0.05$ ) which was lower than 0.05. It could be seen from Table 1 and Table 2.

**Table 1. The Mean Scores of Pretest and Posttest**

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pa pretest	69.3750	24	9.85906	2.01247
ir 1 posttest	48.2917	24	12.72956	2.59841

**Table 2. Result of Students' Vocabulary Achievement**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Posttest - Pretest	2.1083E1	8.32449	1.69923	17.56821	24.59846	12.408	23	.000

Therefore, there were aspects of vocabulary (content words): nouns, verbs, adverbs and adjectives. The table below shows the improvement of students' vocabulary achievement in each aspect.

**Table 3. The Improvement of Aspects of Vocabulary**

No.	Aspects of Vocabulary	Mean Score of Pre-test	Mean Score of Post-test	Gain	Percentage (%)
1.	Nouns	12.6	18.1	5.5	27%
2.	Verbs	11.7	15.3	3.6	18%
3.	Adverbs	13.1	15.2	2.1	10%
4.	Adjectives	11.7	20.7	9	45%
<b>Total</b>		49.1	69.3	20.2	100%

Table 3. shows that the average score of the students' who answered correctly of the aspect of vocabulary, that is nouns, improved from 12.6 in the pretest to 18.1 in the posttest. The average gain from pretest and post-test was 5.5. For the second aspect, verbs improved from 11.6 in the pretest to 15.3 in the posttest. The average gain from pretest and posttest was 3.6. Then, for the third aspect, adverbs improved from 13.1 in the pretest to 15.2 in the posttest. The average gain from pretest and posttest was 2.1. The last aspect, adjectives improved from 11.7 in the pretest to 20.7 in the posttest. The average gain from pretest and posttest was 9. Based on the result of the improvement of students' vocabulary mastery for each aspect of vocabulary, it was found that the aspect got the highest improved was adjectives. It improved from 11.7 in the pretest to 20.7 in the post-test. Then, the aspect that has the lowest score was adverbs. It improved from 13.1 in the pretest to 15.2 in the posttest.

Furthermore, to find out the students' difficulties, the table below explained the result of students' answer of the interview, especially in answering what difficulties they were faced with respect to the implementation of movies to improve vocabulary mastery.

**Table 4. Students' Difficulties with Respect to the Implementation of Movies**

No.	Students' Difficulties	Frequency	Percentage
1.	Hard to understand the difficult words or phrases.	11	45.8%
2.	Hard to understand the native	3	12.5%

	speakers' pronunciation.		
3.	Hard to understand the native speakers' speed rate.	5	20.8%
<b>Total</b>		<b>19</b>	<b>79.1%</b>

Table 4. shows that the students' difficulties with respect to the implementation of movies. Based on the result of the interview, the researcher found that there were 19 students or 79.1% of the 24 students or 100% mostly faced several problems such as, hard to understand the difficult words or phrases (45.8%), the native speakers' pronunciation (12.5%) and the native speakers' speed rate (20.8%).

## DISCUSSION

The result of the research showed that the students' vocabulary mastery improved after taught through movies. The students' mean score after being taught through movies increased from pretest and posttest significantly. Besides, the results also support the previous research findings of Rahman (2012) states that there is a significant correlation between students' frequency of watching English movie and their vocabulary mastery.

Movies as modern method were effective media used by teachers for better learning. As Harmer (2001: 282) state that movies can be used as a visual aid in the teaching and learning process. English teachers felt that using modern method such as movies in teaching new words makes the learning process enjoyable and memorable. English teachers also found that visual elements can motivate students for better learning. The statements are in line with this research that the students

who were being taught through movies enjoyed and easily to memorize the new words and caused the improvement of the students' vocabulary mastery.

Based on the result of interview, the difficulties mostly faced by students to the implementation of movies were hard to understanding the difficult words or phrases, hard to understanding the native speakers' pronunciation and unable to keep up with the native speakers' speed rate. The situation is supported by Nurhanifah (2012), almost all of the students' problems in learning all English language skills. The students' most common problems in learning English were related to the problems in catching what is being spoken by the speaker, pronunciation, vocabulary, and so on.

Hard to understand the difficult words or phrases became one of the students' problems in learning vocabulary through movies. Most of students who were interviewed stated they felt difficult to understand the words they heard. It happened because they were lack of vocabulary. As the result, they felt difficult to catch the meaning of some uncommon word such as *tail*, *feather*, *blond hair* and *lick*. There were 11 students who answer that they do not know the meaning in the movies, such as "*Kesulitannya tidak mengetahui artinya Miss*". It is in line with Mukti (2012) who states that vocabulary mastery is the ability to use knowledge of words that are taught when students are learning a foreign language and it is not only understanding the meaning of words, but also having no difficulty in pronouncing, spelling and using them.

The researcher also found that pronunciation was another students' difficulty that faced during the treatment of teaching vocabulary through movies. The results are also in line with Thornburry (2002) who proposes some factors that make some words more difficult than others and might be problematic for the students. Pronunciation, grammar and meaning are the most problems that students have during the learning process. Potentially difficult words will typically be those that contain sounds that the students have not been familiar with the pronunciation of native speaker. There were three students who still got difficulties to understand because using the sound of native speakers in watching the movie. For example, "wear" was pronounced /wir/ whereas the native speaker said /we( )r/. This problem occurred because they usually dictated the material when learning vocabulary. As the result, when the researcher interviewed the students, most of them said that pronunciation made them confused, such as "*Gak ngerti di video itu orangnya ngomong apa Miss*".

In interview, there were five students who hard to understand the native speakers' speed rate, the students said that the speech was too fast. Their disability to control how quickly a speaker speaks made them difficult to recognize or identify the utterances. They are so busy focusing on the meaning of one part of they hear thus missing the next part. As Berman (2002) said that what students should do is to pay attention of the speaker and identify the points. Based on the interview, when the researcher interviewed every student by asking a question in order to know the students' difficulties to the implementation of

movies, such as "*Apa kesulitan yang kamu hadapi selama belajar menggunakan movies? Contohnya seperti apa ?*", they said that "*Ngomong nya cepet-cepet Miss, jadi susah artiinnnya*". In this research, the researcher used the speech of foreigners as the materials, so for them it was hard to understand. This problem found because the seldom listened the native speakers' spoke.

In short, movies had good impact on students' vocabulary mastery. By using movies, students could see and listen the movies and caused the improvement of the students' vocabulary mastery. Therefore, their understanding did not only come from the explanation but also come from what they see and hear. Then all aspects of vocabulary (content word) were improved and adjectives became the most improved then nouns, verbs and adverbs. Based on the result of interview, the difficulties mostly faced by students to the implementation of movies were students hard to understand the difficult words or phrases, the native speakers' pronunciation and the native speakers' speed rate.

## CONCLUSION

After conducting the research at the first grade students of SMPN 26 Bandar Lampung and analyzing the data, the researcher concluded a major conclusion. Movies could improve the students' vocabulary mastery and movies were able also in improving aspects of vocabulary (content words). Learning vocabulary through movies helped the students to find and memorize the meaning of vocabulary easily because they can see and hear directly. Therefore, by using movies as

visual media they might be easier to comprehend English vocabulary. Based on the result of interview, the researcher found out that the difficulties mostly faced by students were hard to understand the difficult words or phrases, the native speakers' pronunciation and the native speakers' speed rate.

## SUGGESTIONS

Some suggestions could be listed as follows:

1. In this study, the researcher applied movies in teaching vocabulary dealing with describing people, animals, and things of single words in form of content words (nouns, verbs, adverbs, and adjectives). For the next researcher who will apply this media in language teaching, it is important to be considered to use this media in other topics developed other skills and language components. In addition, the next researcher is also suggested to use movies as media in teaching vocabulary with different research design or approach.
2. English teachers are recommended to apply movies since movies as an alternative media in order to help students in developing and improving their vocabulary mastery, and also be used for other subjects.
3. Based on the result of the interview, the researcher found the students' difficulties during the learning process, the students' difficulties with respect to the implementation of movie during the treatment process, they were hard to understand the difficult words or phrases, the native

speakers' pronunciation and the native speakers' speed rate. The next researches are recommended to investigate the way to overcome the students' difficulties.

## REFERENCES

- Berman, M. 2002. *Advance listening: Listening strategy guide*. Copyright 2002, Dyed International Inc. January 2002 available at <http://www.Dyen.com/pdwf/Study-Guides/SAGE Publications>.
- Cameron, L. 2001. *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Harmer, J. 2001. *The practice of English language teaching*. London: Pearson education Limited.
- Mukti, A. P. 2012. *Improving students' vocabulary mastery using cartoon films*. Unpublished Thesis. Surakarta: Sebelas Maret University.
- Nurhanifah, D. 2012. *The problems of the second grade students of SMPN 4 Malang in learning English and the efforts made to overcome them*. S-1 Thesis. English Department, State University of Malang. [karya-ilmiah.um.ac.id](http://karya-ilmiah.um.ac.id). Retrieved on 7<sup>th</sup> November 2016.
- Rahman, A. 2012. *Correlation between frequency of watching English movies and vocabulary mastery of the second grade students of MAN 1 Semarang in the academic year of 2011/2012*. Unpublished Thesis. Semarang: Institut Agama Islam Negeri Walisongo.

Schaefer, P. 2002. *The practice: Vocabulary development*. The Education Alliance at Brown University. April, 2009. <http://www.knowledgeloom.org>